

CURRICULUM MAP

Subject: SOCIAL STUDIES

Grade: 4TH

Quarter: 1ST

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p>Concept</p> <p>GDOE Standards:</p> <p>CCSS Standards:</p>	<p>4.1.1 Discuss the similarities and differences of Chamorro traditions and customs with other ethnic groups found on Guam.</p> <p>4.1.3 Recognize the different cultural groups found on Guam and express appreciation for the cultural diversity of the island.</p>	<p>4.1.4 List ways in which one culture can influence other cultures and bring about change.</p> <p>4.1.6 Sing the Guam Hymn in Chamorro and English and explain its meaning.</p>	<p>4.1.7 Describe the origins and significance of local celebrations.</p> <p>4.3.2 Identify and explain the uses and conservation of the environment and resources.</p>	<p>4.3.3 Define the meaning of terms commonly used to locate and describe natural regions.</p> <p>4.3.4 Describe and compare the climate of Guam with other regions.</p>	<p>4.3.8 Recognize the consequences of human modification of the environment on Guam.</p> <p>4.3.9 Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p>
Vocabulary	culture, traditions, ethnicity, diversity, influence, significance, Inifresi, Fanohge Chamoru, Guam Hymn, Yapese, Palauan, Marshallese, Chuukese, Pohnpeian, Carolinian, Kosraean, Korean, Chinese, Japanese, Chamorro, American, Our day of Kamalen, Fiesta, "Liberation Day"	culture, traditions, ethnicity, diversity, influence, significance, Inifresi, Fanohge Chamoru, Guam Hymn, Yapese, Palauan, Marshallese, Chuukese, Pohnpeian, Carolinian, Kosraean, Korean, Chinese, Japanese, Chamorro, American, Our day of Kamalen, Fiesta, "Liberation Day"	culture, traditions, ethnicity, diversity, influence, significance, Inifresi, Fanohge Chamoru, Guam Hymn, Yapese, Palauan, Marshallese, Chuukese, Pohnpeian, Carolinian, Kosraean, Korean, Chinese, Japanese, Chamorro, American, Our day of Kamalen, Fiesta, "Liberation Day"	typhoon, tsunamis, erosions, run-off, pollution, earthquake, climate, weather, region, precipitation, temperature, elevation, conservation, coral bleaching, shutters, concrete home construction, warning systems, S.O.P.s (typhoon, tsunami)	typhoon, tsunamis, erosions, run-off, pollution, earthquake, climate, weather, region, precipitation, temperature, elevation, conservation, coral bleaching, shutters, concrete home construction, warning systems, S.O.P.s (typhoon, tsunami)
<p>Assessment</p> <p>Resources:</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>http://ns.gov.gu/fanoghe/ (Words to</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>http://ns.gov.gu/fanoghe/ (Words to</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>http://ns.gov.gu/fanoghe/ (Words to</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers) (cause and effect)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>http://www.tropicalweather.net</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers) (cause and effect)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>http://www.tropicalweather.net</p>

	<p>Inifresi Song)</p> <p>Houghton Mifflin Fourth Grade English, The Writing Process, pp.7–27</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 11, Many Regions, One Nation, pp. 314–317</p>	<p>http://ns.gov.gu/fanoghe/ (Words to Inifresi Song)</p> <p>Houghton Mifflin Fourth Grade English, The Writing Process, pp.7–27</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 11, Many Regions, One Nation, pp. 314–317</p>	<p>Inifresi Song)</p> <p>Houghton Mifflin Fourth Grade English, The Writing Process, pp.7–27</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 11, Many Regions, One Nation, pp. 314–317</p>	<p>(Conditions for typhoons, hurricanes, effects from earthquakes)</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)</p> <p>Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708</p>	<p>(Conditions for typhoons, hurricanes, effects from earthquakes)</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)</p> <p>Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708</p>
ESSENTIAL QUESTIONS	<p>Essential Question(s):</p> <p>How has the Chamorro culture had an impact on Guam today?</p>	<p>Essential Question(s):</p> <p>How has the Chamorro culture had an impact on Guam today?</p>	<p>Essential Question(s):</p> <p>How has the Chamorro culture had an impact on Guam today?</p>	<p>Essential Question(s):</p> <p>Why are some regions vulnerable to certain natural disasters? How does Guam prepare its environment and resources for a natural disaster?</p>	<p>Essential Question(s):</p> <p>Why are some regions vulnerable to certain natural disasters? its environment and resources for a natural disaster?</p>

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	WEEK 9 _____	Instructional Strategies (District) _____
<p>Concept</p> <p>GDOE Standards:</p> <p>CCSS Standards:</p>	<p>4.1.5 Compare the ways of life in various Micronesian island groups before European exploration and describe the region in which they lived.</p> <p>4.2.1 Discuss the difference between historical fact and opinion.</p>	<p>4.2.4 Explain how ancient Chamorros lived and built their civilization.</p> <p>4.3.3 Define the meaning of terms commonly used to locate and describe natural regions.</p>	<p>4.3.5 Describe the physical, economic, and cultural geography of Guam.</p> <p>4.3.6 Locate and describe the major places and villages of Guam</p>	<p>4.3.7 Identify clusters of settlements on Guam and explain their distribution.</p>	
<p>Vocabulary</p>	<p>Key Vocabulary</p> <p>economic geography, cultural geography, physical geography, civilization, distribution, settlement, fact, opinion, latte, lusong, adaze, clan, proa, galadie, sakman</p>	<p>Key Vocabulary</p> <p>economic geography, cultural geography, physical geography, civilization, distribution, settlement, fact, opinion, latte, lusong, adaze, clan, proa, galadie, sakman</p>	<p>Key Vocabulary</p> <p>economic geography, cultural geography, physical geography, civilization, distribution, settlement, fact, opinion, latte, lusong, adaze, clan, proa, galadie, sakman</p>	<p>Key Vocabulary</p> <p>economic geography, cultural geography, physical geography, civilization, distribution, settlement, fact, opinion, latte, lusong, adaze, clan, proa, galadie, sakman</p>	
<p>Assessment /Resources</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p>	

ESSENTIAL QUESTIONS	Essential Question(s): How did the ancient Chamorros sustain their civilization? How does the ancient Chamorro culture impact communities of today?	Essential Question(s): How did the ancient Chamorros sustain their civilization? How does the ancient Chamorro culture impact communities of today?	Essential Question(s): How did the ancient Chamorros sustain their civilization? How does the ancient Chamorro culture impact communities of today?	Essential Question(s): How did the ancient Chamorros sustain their civilization? How does the ancient Chamorro culture impact communities of today?	
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